DOCUMENT RESUME

ED 180 347 HE 012 080

AUTHOR Emplaincourt, Marilyn, Ed.; Bush, Walker, Ed.
TITLE International Education. Acquainter Special Issue, October-November 1979.
INSTITUTION Council for Interinstitutional Leadership, University, Ala.
PUB DATE Nov 79
NOTE 9p.
AVAILABLE FROM Council for Interinstitutional Leadership, P.O. Box 6293, University, AL 35486

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Agency Role; *College Cooperation; *Consortia; Cooperative Programs; Educational Coordination; Higher Education; Information Sources; Interinstitutional Cooperation; *International Education; Italian; *Language Programs; Professional Associations; *Program Descriptions; *Study Abroad
IDENTIFIERS Council for Intercultural Studies and Programs; Council for International Leadership; Council on Learning Project; International Development Cooperation Agency

ABSTRACT

After an overview of the status of international education in the United States, five program descriptions of consortia arrangements for international education programs that are carried out by member institutions of the Council for International Leadership are presented. Most include sponsorship or coordination of some type of study-abroad program and a number of consortia coordinate language instruction through cross-registration and other arrangements. The five programs that are briefly described are: New Orleans consortium--modern foreign language centers; Five Colleges, Inc.--teaching Italian; The College Center of the Finger Lakes--Bahamian Station and Atelier; Urban Corridor consortium--study-abroad programs; and the Alabama Consortium for the Development of Higher Education--international program activities. In addition to a list of resources for international education, the following three resources are briefly discussed: the Council for Intercultural Studies and Programs, the new federal agency called the "International Development Cooperation Agency," and the Council on Learning Project. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180347

ACQUAINTER

October-November 1979

International Year of the Child 1979

SPECIAL ISSUE: INTERNATIONAL EDUCATION

NOTE: This special issue of the Acquainter was prepared by Marilyn Emplaincourt, University of Alabama, and Walker Bush (U.C.L.A.), West Coast Regional Consortium. It was printed and distributed by the West Coast Consortium as a contribution to CIL.

Editorial Remarks

Articles about the importance of international education have been appearing with increasing regularity in virtually all the publications which reach the academic community. University presidents, government officials, and association leaders are pointint out the position of the United States as ill-prepared for a world whose nations and peoples are becoming more and more interdependent.

"This is not the first time or the last time that a major effort will be made to internationalize the American learning experience," comments George W. Bonham, editor-in-chief of Change Magazine. "But the burning international issues of the day require this country to substantially bring the education of its citizens into line with a fluid and precarious world whose events transcend national boundaries."

Warnings such as these challenge the educational establishment to accept its responsibility in the preparation of the American people for enlightened participation in a global community. Yet the statistics--those quantifiers of experience--reveal disturbing facts:

* Less than 1% of the college-age group in the U.S. is enrolled in any courses which specifically feature international issues or areas.

* Foreign language enrollments at all levels have dropped. Of the 1979 high school graduates, fewer than 2% have any foreign language competence. In the basic foreign languages such as French and German, university enrollments have declined 30% in the last decade. Less than one in ten students enrolls in a foreign language course today.

* Institutions of higher education requiring a foreign language for admission or graduation declined from 73 to 53% between 1967 and 1974.

* NDEA Title VI Fellowships have dropped to all-time lows from over 2,557 in 1967 to 800 in 1977.

* The number of language and area centers fell from 107 in 1972 to 80 in 1977.

AN INTERNATIONAL NEWSLETTER FOR VOLUNTARY COOPERATION IN POSTSECONDARY EDUCATION PUBLISHED BY THE COUNCIL FOR INTERINSTITUTIONAL LEADERSHIP, 10-12 ISSUES PER YEAR, $10.
P.O. BOX 6293, UNIVERSITY, AL 35486 Tel. (205) 348-7770
EXECUTIVE DIRECTOR, EDITOR LEWIS D. PATTERSON
Special Issue Editors: Marilyn Emplaincourt, Walker Bush

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
CIL
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."
HE 012 080

* Only about 1% of college and university faculty members go abroad each year. Of this number, only 0.01% are sponsored under the auspices of the Fulbright-Hays exchange program, whose funding has been eroded by 30% in constant dollars in the last decade.

* Fewer than 5% of the teachers being trained today have any exposure to international, comparative, area studies or other intercultural courses in their work for certification.

These facts certainly call into question the adequacy of the efforts that are already underway to stimulate activity in the field of international education.

The gravity of the situation is compounded when set against the context of the U.S. stake in an interdependent world. Some indicators:

* One out of eight jobs in U.S. industry and one out of five jobs in U.S. agriculture now depend upon international trade. U.S. agricultural exports have totalled over $20 billion for five consecutive years. The total value of U.S. imports and exports has topped $100 billion.

* Direct foreign investment increased 50% in the period 1973-76 to a new total of over $30 billion. Volkswagen's $300 million plant in New Stanton, Pennsylvania now employs over 4,500 people. Honda Motor Company has a $25 million operation near Columbus, Ohio. Bantam Books, Keebler cookies, and Alka-Seltzer are the products of foreign-owned companies.

* The United States is the fourth largest Spanish-speaking nation in the world. One-third of our population growth is from immigration (not to mention the 8-10 million aliens without official documentation). One out of every fifty Americans is foreign-born.

* There is more direct investment in the 90-mile stretch from Charlotte, North Carolina to Columbia, South Carolina than in any other area of the world. Foreign banks in the U.S. have assets exceeding $250 billion.

* There are 156 sovereign nations investing over $350 billion in armaments. By the 1980s there may be close to 400 installed nuclear reactors in 28 countries.

There are, of course, programs and activities underway in many places which recognize this situation and have been attempting to deal with it in a number of excellent ways (see Page 7 for a brief listing of references). The Institute of International Education reports that during the school year 1977-78 U.S. college campuses were host to a total of 235,509 foreign students. The U.S. government has announced that 500 students from the Chinese People's Republic will seek to enter our colleges and universities this year. Yet Barbara Burn, director of international programs at the University of Massachusetts, notes there is a decline in American students studying abroad.

A mounting series of conferences, meetings, and publications especially in 1979 have sought to share information and expand our horizons: the nationwide conference on "International Education--The Global Context, the U.S. Role" sponsored in February by the Institute of International Education; the Wingspread Conference on Global Education for leaders in the National Council for the Social Studies in March; the "We Agree" Workshops in Global Education designed by Sister Cities International and held in communities across the U.S.; the annual

professional meetings of associations such as the Comparative and International Education Society and the National Association for Foreign Student Affairs; the November conference of the Association for World Education at the Academy of World Studies in San Francisco; the Interdependence Curriculum Project of the United Nations Association in Southern California and the national UNA-USA collaboration with the National Education Association on global education in schools.

Of major significance this past year has been the encouragement and leadership displayed by the President's Commission on Foreign Languages and International Education, both in its style of work that involved setting up a series of regional "hearings" around the country and in the Report to the President which it has submitted. Its recommendations include a strong case for additional attention and funding in this field of education (which a new U.S. Department of Education could well carry forward). Federal funding for foreign affairs research has been declining (nearly 60% in constant dollars between 1962 and 1976), and Congress has never funded the International Education Act of 1966. Private philanthropy for international education now represents less than 2% of all gifts and grants given by U.S. corporate donors.

No one can argue that all interests can be served and all responsibilities met in a world of finite resources. It can be argued, however, that more needs to be done in the field of international education, and that academic consortia offer one pathway toward that goal. Because of the expense involved in the various facets of international education---study abroad, area studies, language programs, etc.---consortium arrangements can be and indeed already are facilitators of significant international activities. They are uniquely able to maximize what is already taking place in this field to provide greater benefits to students at all levels of education.

Unfortunately, international education was one of several program areas which CIL was not able to include in its recent cost effectiveness study of consortium activities. At the CIL Annual Conference in Washington D.C. last year, however, participants indicated that interest as well as current activity in this field runs high in a number of consortia across the country. It may be time for a concerted effort on behalf of the membership to make a constructive impact on this field, perhaps through a national workshop or through compilations of innovative and successful programs such as those on the following pages.

As Donald Keys (U.N. Observer for the World Association of World Federalists and Registrar of Planetary Citizens) remarked at the West Coast seminar "Education for a Global Society" last January: "Education for a global society is really an unprecedented process, because it's not just education at all; it's midwifery (or mid-husbandry) for the emergence of a new species, of a new world, of a new kind of humanity. And educators can be the initiators of humanity stepping across the threshhold to the integral world into which we are inevitably and ineluctably and at an accelerated pace being carried."

-- M.E. and W.B.

(logo of the Assn. for World Education)

Involvement by CIL Member-Consortia

A review of program descriptions of the consortia included in the 1977 CIL Directory indicates that approximately 25 of the 125 members now have activities related to international education. Most include sponsorship or coordination of some type of study abroad program and a number of consortia (such as the two listed immediately below) coordinate language instruction through cross-registration and other arrangements. (Consortial arrangements for language programs were investigated to some extent as part of the CIL/Carnegie Study.)

New Orleans Consortium: Modern Foreign Language Centers

The concept of modern foreign language centers was implemented at the member institutions of the New Orleans Consortium at the beginning of the first semester of 1977-78. At that time, the center for French was located at St. Mary's Dominican College, the center for Spanish at Xavier University, and the center for Russian and German at Loyola University. With the establishment of these centers, all upper division courses offered in a respective language were the responsibility of the department and institution which housed the center for that language.

The language centers, having assigned specific responsibilities among the participating institutions, continue to serve a significant body of students and appear to offer a mechanism for the more efficient use of faculty and other resources. The faculties involved continue to negotiate and refine the formal agreements and protocols attached to the centers. The experience with these modern foreign language centers is too recent to provide more elaborate study.

Five Colleges, Inc.: Teaching Italian

Academic planning can lead to the phasing out of programs to conserve resources without loss in academic programs. Each institution is kept informed of what is happening at the others and can take course offerings planned at the other institutions into account in considering its own. North Burn in Five Years With Five Colleges exemplified the concept with reference to Italian instruction at Amherst College. In 1971-72 Amherst College decided that it would no longer offer Italian. In 1973 as many Amherst students were taking Italian at other colleges as used to take it at Amherst. The college did not lose Italian but was able to use the resources which otherwise would have gone into Italian for other purposes.

CCFL: Bahamian Station and Atelier

The College Center of the Finger Lakes, under the direction of Evelyn W. Wood, offers two rather unique international study experiences for students and faculty of member institutions: the Atelier Program in Paris, France and the Bahamian Field Station Program on San Salvador Island.

The latter was established in 1971 on a former U.S. Naval installation now owned by the Bahamian government as the focus for CCFL's international activities in environmental studies. The field station has three modestly-equipped laboratories: one for chemistry and two with circulating water for aquariums. There is also a small library specifically related to the island studies. Several fiber glass and aluminum hulled outboard

powered boats are used for work in the estuaries, inland lakes, bays, and fringing reef areas. Dining and dormitory facilities can accommodate 70 students and 10 faculty. CCFL arranges the round trip charter flights from Florida to San Salvador. Courses which have been offered at the Bahamian Field Station include prehistoric archeology, astronomy, botany, geography, geology, ornithology, sociology, art, and marine zoology.

When the field station is not in use by CCFL member schools, the facilities are available to other academic groups. Although the program has not undergone cost-effectiveness analysis, it is certain that program costs would be prohibitive for any single institution within CCFL.

In 1965, CCFL signed a 99-year lease which gives the consortium the right to appoint faculty members and students as artists-in-residence at the Cité Internationale des Arts. The Cité, a 16 story-building with 133 studios or ateliers is located on the right bank of the Seine in the Marais district of Paris. Artist-in-residence appointments are made by the CCFL Board of Trustees for periods ranging from three months to one year. Artists must be musicians, composers, painters, sculptors, dancers, chorographers, engravers, architects, or stage or film directors. Writers are not eligible. Upon acceptance, they pay monthly rental directly to the Cité. They are also required to submit a brief report to the CCFL Board of Trustees about their work at the atelier within thirty days after returning home. The Cité is the realization of the French architect Felix Brunau's dream to establish a "world meeting place" for artists. Artists-in-residence now come from all parts of the world to work and study.

Urban Corridor Consortium (UCC): Study-Abroad Programs

UCC, a consortium of four universities in Wisconsin, conducts a semester study program in Reims, France where students from the four campuses spend 4 1/2 months studying art, music, and French language. Similar programs for Germany and Scandinavia are planned. UCC also provides interim programs for January in Berlin, London, and the Yucatan. Shorter programs from after Christmas to mid-January are available in Vienna (cultural and musical heritage), Southern France (hospitality and tourism industry), Normandy (medieval studies), England (criminal justice and comparative housing methods), and Spain (architecture). UCC also holds membership in the Inter-University Center for Post-Graduate Studies in Dubrovnik, Yugoslavia. Membership in the Inter-University Center is open to universities and other institutions of higher learning, and to national or international interuniversity institutions. Approximately sixty member universities contribute to the design of courses, make staff available, advertise courses, and facilitate student participation. For additional information write Inter-University Center of Post-Graduate Studies, Frana Bulica 4, YU-50000, Dubrovnik, Yugoslavia.

In June, 1978, Werner Prange, Director of UCC, chaired the World Conference on Innovative Higher Education at the Johnson Foundation's Wingspread Conference Center which hosted participants from around the world.

ACDHE: International Programs Activities

Within the Alabama Consortium for the Development of Higher Education, the international programs committee organizes activities that are designed to

increase the international-intercultural dimensions of curricular and other activities on member campuses. During the 1978-79 academic year, ACDHE brought one scholar-in-residence and three short term lecturers to its institutions.

This summer a group of 16 ACDHE representatives (faculty, staff, and students) traveled to the Yucatan with a special class from the University of Alabama, and Miles College of ACDHE hosted two college principals from India who visited the U.S. through the Council for International Exchange of Scholars.

These activities are merely representative of a variety of activities that change from year to year. ACDHE makes the visiting scholars, the annual International Issues Workshop, and study abroad programs available to a wider audience than a single institution could and at a savings in time and money.

An Important Resource

CISP (Council for Intercultural Studies and Programs) membership now includes some 32 individual institutions, state university systems, and regional and national higher education consortia, to which in turn are affiliated over 400 colleges in 30 states throughout the U.S. ISIS (Intercultural Studies Information Service) is published nine times a year by CISP. CISP has published the International Studies Funding Book. Consisting of 300 pages in a looseleaf format, the book provides information on current trends in international studies and lists details on some 200 government, non-government, and foreign sources of grants. Cost is $21 to CISP members and $35 for non-members. Contact CISP, 60 East 42nd Street, New York, N.Y. 10017,(212) 972-9877.

New Federal Agency

The International Development Cooperation Agency--the new federal agency that will coordinate foreign aid programs by AID, OPIC, and the new Institute for Scientific and Technical Cooperation (ISTC)--received Congressional approval late this Summer. ISTC won crucial approval during the House/Senate Conference with a funding level of $23.75 million (in addition to the $66 million transfers from AID) and began operation October 1st. The Institute in working with developing countries on programs in science and technology will involve academic exchanges.

Council on Learning Project (CLP)

The Council on Learning, in an effort to encourage international education in the nation's colleges and universities, has launched a two-year project entitled: "Education and World View". The project is made possible by grants totalling $479,703 from the National Endowment for the Humanities and the U.S. Office of Education, and will include: (1) a national survey of college students' global knowledge and awareness; (2) a survey of outstanding collegiate programs which best provide undergraduates with global perspectives; (3) a national invitational conference of academic, business, and government leaders focusing on the need to broaden undergraduate material; and (4) a special issue of the Council's publication--Change Magazine--which will outline the strategy recommendations of the advisory task force and the results of the conference discussion, program survey, and student survey.

-- M.E.

Some Additional Resources in International Education

This page may serve merely as an hors d'oeuvre tray for the host of programs, organizations, and publications in the field; it does not include references to the large national education organizations--most of which have I.E. task forces--nor to the many university area studies centers....

W.B.

Association for World Education
P. O. Box 589
Huntington, NY 11743
(212) 734-8019

Center for Global Perspectives
218 East 18th Street
New York, NY 10003
(212) 475-0850

Citizens Committee on Interdependence
1011 Arlington Blvd., # W219 Education
Arlington, VA 22209
(703) 525-4400

Comparative & Intl. Education Society
Secretariat, 301 Rackley Building
The Pennsylvania State University
University Park, PA 16802
(814) 865-1487

Consortium on Peace Research, Education
Bethel College and Development
North Newton, KS 67117
(314) 283-2500

Foreign Areas Materials Center
New York State Dept. of Education
60 East 42nd Street
New York, NY 10017

Friends World College
Plover Lane, Lloyd Harbor
Huntington, NY 11743
(516) 549-1102

Global Development Studies Institute
P. O. Box 522
Madison, NJ 07940
(201) 822-0210

Global Education Associates
552 Park Avenue
East Orange, NJ 07017
(201) 675-1409

Information Center on Children's Cultures
U.S. Committee for UNICEF
331 East 38th Street
New York, NY 10016
(212) 686-5522

Foreign Policy Association
345 East 46th Street
New York, NY 10017
(212) 557-8729

Institute of International Education
809 United Nations Plaza
New York, NY 10017
(212) 883-8200

Institute for Shipboard Education
P. O. Box 2488
Laguna Hills, CA 92653
(714) 581-6770

Institute for World Order
777 United Nations Plaza
New York, NY 10017
(212) 490-0010

Interorganizational Commission on
International Education
c/o Overseas Development Council
1717 Massachusetts Avenue, N.W.
Washington, DC 20036 *(ICIE has a good Directory in this field)*
(202) 234-8701

Natl. Assn. for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009
(202) 462-4811

The President's Commission on Foreign
Languages and International Studies
1832 M Street, N.W., Suite 837
Washington, DC 20036
(202) 653-5817

U.S. National Commission for UNESCO
Department of State
Washington, DC 20520
(202) 632-2750

United Nations University, The American
1911 Kenbar Court Council for
McLean, VA 22101
(703) 538-4773

United Nations Association of the USA
345 East 46th Street
New York, NY 10017 (212) 697-3232
UNA "Interdependence Curriculum Project"
c/o U.N. Assn., 1048 Westwood Blvd.
Los Angeles, CA 90024 (213) 477-3581

World Council for Curriculum & Instruction
Teachers College, Columbia University
P. O. Box 171
New York, NY 10027
(212) 678-3772

The U. N. University: International Education in a Global Consortium

The United Nations University, as it enters its fifth year of operation, offers a unique working example of a worldwide network of research and advanced training centers. The immediate focus of these linkages is not teaching, but is what constitutes the basis for all the work that universities do: the research and training and the dissemination of knowledge by which all learning is advanced and applied and on which the education of students must be based.

Its direct concern is to develop the ongoing working relationships among universities and research institutes on a global basis that will make scholarly and scientific work on specific, practical, global problems more effective. There are currently over fifty "research units" in Africa, Asia, Europe, the Middle East, and North and South America that supplement and enhance each other's work through their association in the U.N.U. consortium. Scholars who travel to associated centers outside their own nations for specific projects add to the personal dimension of international education in the U.N.U. network by bringing their own culture to be shared with their hosts. To apply the U.N.U. perspective to a major world problem is to:

-- increase understanding of causes and solutions for major global problems;
-- fill critical gaps in knowledge and expertise on such problems by organizing collaboration among scientists and scholars across national boundaries;
-- strengthen research and advanced training in developing countries.

The U.N. University's 24-member Council of international educational leaders set the first three priority areas for the University as: (1) World Hunger; (2) Use and Management of Natural Resources; (3) Human and Social Development. Already there is a shelf of publications emerging from this academic collaboration, a Newsletter and other information which can be obtained from the U.N.U. Administrative Headquarters, Toho Seimei Building, 15-1 Shibuya 2-chome, Shibuya-ku, Tokyo. Tel. (03) 499-2811. Connecting centers with their own traditions of excellence through non-traditional ways, this new venture in international education gives us one glimpse of what a global society might be like.

-- W.B.

ACQUAINTER

WEST COAST REGIONAL CONSORTIUM
68-099 BRI
University of California
Los Angeles, CA 90024

Non-Profit Org.
U.S. Postage
PAID
Los Angeles CA
Permit No 12378